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| Lesson Title: | | In partners, students will research about a recent news article in order to make a Prezi or Glogster presentation incorporating knowledge and technology skills learned through out the school year. | | | | | | | | | |
| **Teacher:** | Bello | | **Hour:1st** | |  | | | | | | |
| **Week:** |  | | **Date: May 9th- 27th** | |  | | | | | | |
| **Unit:**  **How to write a news article, vocabulary, entonation and diction.** |  | | **Target Grade Level: 7th** | | | | | | | | |
| **Course:DLS** |  | |  |  | |  |  |  |  |  |  |

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| **Learning Target(s):** | Reading, writing, publishing, and presenting. |
| **Criteria for Success:** | Name of newspaper, news article title, page number and section, reporters name, place where the news take place, details and descriptions of the news article. |
| **Progression of Learning:** |  |

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| **Content Area Standards, Essential Learnings, and Evidence Outcomes** | **21st Century Skills and Abilities** | **ISTE NET-S, ITEEA, or L4L Standards Addressed** |
| ***Standard 1 – Oral Expression and Listening***  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts,  and issues, building on others’ ideas and expressing their own clearly.  ***Standard 2 – Reading for All Purposes*** Use key ideas and details to determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  ***Standard 3 – Writing and Composition***  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well‐structured event sequences. | * Collaboration and Teamwork * Critical Thinking, Reasoning, and Problem Solving * Invention, Innovation, and Creativity * Self-Direction * Information Literacy * Global Awareness * Inquiry Questions * Relevance and Application * Nature of Discipline | **Creativity and Innovation**  Create original works as a means of personal or group expression  **Communication and Collaboration**  Interact, collaborate, and publish with peers employing a variety of digital environments and media  **Digital Citizenship**  Advocate and practice safe, legal, and responsible use of information and technology  **Technology, operations and concepts**  Select and use applications effectively and productively |

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| **Pre-Assessment Summary** |  | **Post-Assessment Summary** |
| What is a news article? What is usually found on a news article? Read a news article and report it to the class in your own words making sure you include, ***who, what, where, when, how, why, etc.*** |  | Same as pre assessment but with the knowledge built already. |

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| **Summary of Differentiation Strategies and Students** |  | **Summary of Research Based Instruction Strategies** |
| Students may work individually or in teams of two.  If working in groups of two, it has to be a Native Spanish speaker with a native English speaker. |  | Technology based projects offer tremendous opportunities for teachers to engage and assess students. 21st Century skills enhance and accelerate student comprehension. They are very creative and self-monitor their own learning. |

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| **Technology Materials and Resources** |  | **Other Materials and Resources** |
| The web, NBC news on line, LCD projector, computers. |  | Reinventing Project-Based Learning. Youtube tutorials. |

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| **Student Self-Assessment Strategies** |  | **Student Goal Setting Strategies** |
| Native Spanish Speaker will proof read to make sure no mistakes are found. |  | Research a recent news article it may include a natural disaster, the construction of an important building, the death of a very well known person, a famous wedding,etc. Make sure in your research you look for details, people involved, description, causes, consecuences, and others. |

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| **Tier 1 Interventions (Universal) and Students** |  | **Strategically Planned Questions** |
| Students will work in partners. |  | What is a news article?  What types of news article can we see?  Which are the components of a news article?  Who is responsible for your success in this project? |

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| **Tier 2 Interventions (Targeted) and Students** |  | **Vocabulary** |
| Students are given additional time with instructor before or after class.  Teachers provide guided instruction (small group) throughout steps of project. |  | Broadcast  News article  Reporter  Writer  Copyright  Grammar |

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| **Tier 3 Interventions (Intensive) and Students** |  | **ELL Strategies** |
| Students receives individualized tutorials by teacher or volunteer tutor. |  | TPR and visuals to explain vocabulary and applications  Exceptional work shown/modeled for students.  Students encouraged to work in groups of 2-3 |

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|  | Activities and Lesson Procedures | Pacing |
| **Motivation (hook)** | Teacher selects one or two comments or questions from previous day reflection and shares with class. | 15 min.  2 weeks |
| **Introduction** | This project requires lots of reading and identifying details and descriptions that explain those details. | 15 min.  1 week |
| **Direct Teaching** | Present a fragment of a news article from a paper or from a TV news  and ask the following:  -Describe what happened in your own words.  -What information do you consider important?  -What is it informing?  -What did you previously know about it?  After asking these questions, have students work on page 139 in their book. | 15 min.  1 week |
| **Guided Practice** | Students will conceptualize the vocabulary word News Article and will write its definition in their notebooks. Students describe the characteristics of a news article or broadcast news. They will identify the chronological order in which a written or an oral news is presented. They will identify function of different news article.  Work on activities in the book. | 15 min.  1 week. |
| **Feedback** | Students give each other feedback as well as teacher gives students feedback. | 5 min.  everyday |
| **Independent Practice** | Students use several sources to research about a recent news, get details, explanations and write their news article. | 40 min.  2 weeks |
| **Closure** | Students present projects to the whole class and share what they liked and learned doing this project. | 70 min.  2 days |